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ABSTRACT

Before 1978, the School of Education at Radford University (Virginia) had no international/multicultural programs. Through organizational change and the development of a commitment to international education, numerous preservice and inservice programs have emerged. A model teacher education program has also been conceptualized and institutionalized as a result of this change process. Six programs that have emerged are: (1) Undergraduate Student Exchange Program; (2) Graduate Inservice Program for Teachers and Administrators; (3) Student Teaching Program; (4) Undergraduate Student Semester Abroad; (5) Technical Assistance from Abroad; and (6) Delivery of Inservice Programs and Courses in Overseas Settings. Information about the processes used to effect these changes could benefit those in positions of leadership in similar educational institutions. This paper describes these strategies, along with international dimensions of the programs and the new teacher curricula which have emerged. Appended are charts, tables, and figures concerning topics such as departmental organization, the infusion of the international/multicultural component into the university curriculum, and at what point different multicultural education activities are introduced for different courses. (SP)

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ED233993

Initial Draft

CRITICAL ISSUES IN INTERNATIONALIZING TEACHER EDUCATION: A FORMULA FOR DEVELOPING GLOBAL PERSPECTIVES

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Paper Presented
at
International Council on Education for Teaching
30th Anniversary World Assembly
July 11-15, 1983
Washington, D.C.

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Radford University, the major teacher education institution serving the mountainous, rural, Southwestern portion of Virginia, takes pride in the strong interdisciplinary and innovative nature of its teacher education programs and the cooperative arrangements that have been developed with the public school divisions and sister institutions within the region. The faculty preparing teachers at Radford University is drawn from all four schools of the University (Education, Arts and Sciences, Fine Arts, and Business and Professional Studies), which include over twenty departments.

Radford's recent transition from college to university status carries with it certain implications for change. For example, a new emphasis is being placed on research and reorganization at the University to help meet the educational needs of rural Southwestern Virginia, as well as the entire state. Reflecting this commitment, the School of Education Mission Statement, approved in May, 1981, states in part that:

> Our mission is to foster our evolving social system through excellent preparation of professional educators. Recognizing that we live in a diverse and multifaceted society, we see a need for educational programs that offer variety and diversity. We recognize that society is in constant change; thus we seek to move to the forefront in educational innovation. In addition to redesigning and restructuring what is already being done, we seek to create new approaches as yet untried and untested, allowing room for experimentation and trial and error in our endeavors.
>
> Our mission requires that we look to the future with energy, optimism, and courage in being as bold, original, and daring as the educational challenges that confront us in our identity as a free people.

This mission statement has assisted us in establishing the framework for the development of a diversity of programs including efforts in the international/multicultural domain.

Creating the Environment

The School of Education at Radford University embarked on an extensive program of self-study these past four years in order to focus on priorities for the future. As we intensively and introspectively looked at ourselves in light of the demands of society and the clients we serve, we realized more than ever the magnitude and complexity of the task. In order to provide our teacher education program with the vitality needed to respond adequately to today's and tomorrow's priorities, we found we needed strategies to implement relevant programs and to design effective delivery systems.

As a School of Education, we began to establish a commitment among our faculty, our students, and our inservice colleagues in collaboratively developing a teacher education program that allows all of us to assist in the preparation of teachers. This preparation has resulted in the re-definition of the traditional role that teachers have played in the past. New roles and responsibilities need to emerge which will include not only public education but also the development of additional components in the areas of human and social service.

Historically, schools of education have been organized with traditional departmental structures which tended to promote isolation of both faculty and programs into autonomous groupings. These isolated departments often thought in terms of "their" department or program with little regard for the total school or university. For many years, Radford's School of Education operated under this traditional organization plan. In the Fall of 1978, four faculty/student task forces were appointed and charged to undertake an extensive self-study to develop specific goals and objectives for the School.

These task forces were asked to examine what the School of Education was doing, why they were doing it, and how effective it was. They were asked to explore new directions and to investigate alternative ways to depart from the traditional autonomous groupings toward an organizational system that would encourage faculty interdependency and the merging of goals and objectives from a school-wide perspective.

Emerging from the task force recommendations was a reorganization plan that involved five separate yet interdependent "program areas," and four supporting "centers." Again, during the 1981-82 academic year another reconfiguration was envisioned as a result of the appointment of an ad hoc committee composed of faculty and administrators whose charge was to "streamline" the former organization to even better respond to the realities and concerns of the 80's and beyond.

This program area approach has enhanced the concepts of flexibility and interdependency, and has encouraged a team relationship where faculty are working together for the betterment and enhancement of the total School of Education. Program areas have allowed us to:

1. Develop an arrangement of strategies with which to achieve objectives
2. Develop a unified, rather than piecemeal, organization which identifies needs, develops objectives, and defines effective strategies
3. Develop an organization where specific inputs from all the membership operationally work together toward course objectives and goals
4. Develop a rationale and strategies where personnel can relate to specific situations
5. Develop the capability to implement a discrepancy evaluation model with regular feedback from faculty and participants

6. Develop a client-centered approach which emphasizes the use of expertise found in the field, as well as within the School of Education

Specifically, the School of Education has moved toward a four-year, field-oriented approach where education students are exposed to children at varying levels in the elementary and secondary schools and in other alternative educational settings (freshman year through senior year). These experiences are also coupled with those skills and strategies as identified by students, inservice teachers, and faculty as they move through this continuum of theory, methodology, field experiences, and skills development.

As a result of this organization, we have developed a more sophisticated system of accountability in which each program chairman and his/her faculty are asked to develop specific goals and objectives for the immediate future with identified strategies, processes, and evaluation models. Ongoing evaluation procedures and criteria have been established to measure the effectiveness of each program area and how, in turn, this fits into the total mission of the School of Education. This "working together" has allowed expansion of a number of new programs - including international/multicultural education.

In summary, the School of Education at Radford University has implemented the following six components which will further strengthen our teacher education programs and facilitate the preparation of future oriented educational personnel with an understanding of and sensitivity to multicultural education:

1. Development of a permanent council to coordinate the total teacher education program

2. The raising of admissions standards which includes an entrance grade point average of 2.5 and maintaining that requirement for graduation

3. The development of a competency based curriculum with appropriate modules

4. The implementation of a four-year field oriented program (Freshman and Sophomore Early Experience Programs, Pre-Student Teaching Program, Expanded Student Teaching Program, and the Post Student Teaching Seminars)

5. The development of exit criteria for teacher education graduates

6. The establishment of a variety of international/multicultural programs for preservice and inservice students, as well as opportunities for faculty development

In order to implement effectively these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change, but must also strive to ensure the acquisition and preparation of leadership personnel that can support and are willing to defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education will never reach its fullest potential regardless of existing levels of financial support.

The School of Education at Radford University is progressing in these new directions in order that we may respond to the realities, the rewards, and the demands of an ever-changing society.

Developing International Programs

Traveling and working abroad has a number of advantages. First, it broadens the outlook of the person involved in the experience; whether it be social, political, educational, or pleasure. Second, it affords one an opportunity to view other cultures and peoples in their indigenous environment. Third, it allows for an exchange of ideas and philosophies.

Finally, it adds a new dimension to one's life in being able to share one's thoughts and feelings with others of a different culture.

> In studying foreign systems of education we should not forget that the things outside the shcools matter even more than the things inside the schools, and govern and interpret the things inside... The practical value of studying in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study and understand our own. Michael Sadler, 1900

In 1974, the UNESCO Conference Statement emphasized international education as the basis for international understanding, cooperation and peace. The conference recommended an international dimension and a global perspective at all levels of education, and urged the need for awareness on the part of all countries regarding the increasing global interdependence that is essential between peoples and nations. (UNESCO: 1975)

Further recommendations involved the study of different cultures, attitudes, global perspectives and the indigenous environment. In particular, studies on linguistic, social, and cultural concerns coupled with studies of attitudes and behaviors of both foreign students and host institutions were encouraged.

From the many experiences of the author in establishing, maintaining and directing overseas programs both in his own country and abroad in England, Indonesia and Africa, the author presents the following generalizations for consideration relative to involvement in programs with an international dimension. Those who participate in study abroad programs are generally:

1. More tolerant in their acceptance of people who differ from themselves

2. More fully aware of significant intercultural contributions to the life of the twentieth century

3. More frequent and more active participants in internationally oriented activities, both politically and culturally

4. More inclined to endorse policies which promote the freer exchange of ideas, goods, and people among countries

In an address in 1967, Irwin Abrams of Antioch College, one of the earliest spokesmen for international education, described the process by which world-mindedness is achieved. The home culture remains the basic framework, while the student's intellect notes other cultures and accepts a part of them. Becoming imbued with intercultural understandings, one is never afterwards the same: one "cannot go home again." The growth of international education has given this new cosmopolitan outlook to students by the hundreds of thousands. (Vogel: 1978)

Given these goals, study-abroad programs challenge participants and program planners alike. How can one make the most of opportunities? What kinds of techniques have created openness, awareness, and sensitivity to the new environment, while reserving enough self-discipline to maintain one's integrity under unusual and sometimes difficult circumstances. What expectations should we insist upon in order to ensure the integration of international/multicultural programs and sensitivity/awareness of the need for such programs in our schools and universities?

A summary of working goals for any effective international program should include:

1. A clear statement of program goals
2. Coherence of program design
3. Experiential learning in an academic context
4. Cross-cultural immersion in some depth
5. Use of the local environment
6. Planning for orientation as a continuing process
7. Provision for an independent study project as an important avenue for cross-cultural contact
8. Administrative cooperation through a responsible committee broadly representative of the home campus faculty
9. International attitudes on the home campus
10. Evaluation of the study abroad program

To recapitulate:

1. Encounter with the host culture in significant ways is to be balanced by assimilation techniques in order to integrate cultural components into the student's frame of reference, thus achieving cross-cultural acceptance.
2. The resident director should be knowledgeable in the field of study, have recent host-country experience, be acceptable as a student counselor, be able to cope with administrative decisions and programming requirements.
3. Student participants should be better than average academically, possess a well-defined value system, be in good health, show qualities of open-mindedness, and participate easily in group situations.
4. Academic procedures should require group sessions, data gathering, analysis, and presentation of a final project comparable to the best home-campus materials, to maintain academic standards overseas.

5. The program should cover its own expenses.

6. Evaluation by a college committee system through consideration of director's and participants' reports should be upgraded approximately every three to five years with evaluation by a foreign study team of expert consultants. (Vogel: 1978)

As Sister Angelica Vogel has pointed out, many foreign study programs have begun as the inspiration, concern, and commitment of one leader. They have been maintained as the result of a person or persons who care and have developed ongoing strategies for collaboration. Hopefully, overseas study is recognized by the University administration as a genuine contribution to the academic process in this age of global consciousness. Because international programs need cooperation and commitment from the total learning community in support, advice, programming, and financial arrangements, administrative commitment by the institution is essential for a program of excellence in international education.

In his text on the subject of teacher training and world perspectives, The World As Teacher, Taylor (1967) states:

> I present one basic proposition upon which a sizable amount of education strategy can be built in developing international programs for teachers. The proposition is this:
>
> Wherever there is in existence an organization, private or public, with the slightest interest in international affairs and education, or the slightest possibility of becoming interested, efforts should be made to turn the use of its resources in the direction of the education of teachers. Rather than deploring the fact that too little time, money, and attention are available for educating teachers and citizens to understand the nature of the contemporary world, rather than turning constantly to foundations, government agencies and organizations which already have the name international attached to their titles, departments, and functions, we should be inciting the whole array of American cultural institutions to turn their attention to what should be presented to them as the major need in the whole of world society--the education of teachers.

Taylor further indicates that colleges of education must take their own initiatives, must make their own alliances abroad, inventing new programs with world perspectives, without waiting for all university committees or the President of the university and his administrators to take the lead. Further, in his writing on the concept of a world university, Taylor proposes, "A new kind of institution, conceived on a world scale, with the world's knowledge of its curriculum, the world's problems as its responsibility, and the world community of scholars and students as its members." The field of world affairs can be the springboard for the most stimulating curriculum in colleges of education because it offers the student and teacher the opportunity of experience in the global community, traveling, seeing with one's own eyes, then performing needed service for this nation or for others.

Expansion of Program Offerings

Over the last fourteen years, these kinds of experiences have been extended to inservice teachers and school administrators throughout the United States. At the present time, approximately six programs have emerged.*

- Undergraduate Student Exchange Program
- Graduate Inservice Program for Teachers and Administrators
- Student Teaching Program
- Undergraduate Student Semester Abroad
- Technical Assistance from Abroad
- Delivery of Inservice Programs and Courses in Overseas Settings

*Please contact author for further description and elaboration of these programs if interested.

Conclusion

It appears that providing preservice and inservice teachers the opportunity to travel and work abroad expands their horizons both personally and professionally. Additionally, the experience seems to culminate in a sense of "worldmindedness" which prior to these trips abroad did not appear to exist among most of the participants. As our country and others expand their horizons, coupled with the "shrinking" world syndrome of the jet age, teachers in our elementary schools, our secondary schools, and our universities need to expand their world as well--a world that needs understanding, love, and humaneness. Programs and seminars such as these will assist professionals in their quest for those international dimensions and perspectives needed by children, students and teachers for today's and tomorrow's world.

As we know, change in teacher education has been slow, if near non-existent, for a number of years. In reviewing the literature, one finds that historically many change-oriented programs have failed, some have floundered, and only a few have been successful. In this light, it appears that what is needed is a fresh perspective on who should be involved and how it should happen.

Ravitch (1983) indicates:

> The distance between where we are now and where we might be in the year 2000 is great, but this distance is not beyond our capacities to span. Probably the greatest obstacle to achieving lasting reform is, paradoxically, the tendency of reformers to scoff at piecemeal change. Experience suggests that small changes are likely to be enduring changes. Getting there--that is, achieving the highest potential--is first of all a matter of setting our sights and then of devising a series of small moves in the right direction. Better teachers, better teaching, better administration, better textbooks, better curricula, higher aspirations. The Tao says, "A journey of a thousand miles must begin with a single step." We know which steps to take; our problem will continue to be--as it has always been--reaching agreement on where we want to go.

Specifically, teacher educators should work toward a concept of developing partnerships and effective delivery services rather than the traditional lock-step curriculums for students that have previously been the norm in preservice and inservice education. Further, we need an amalgamation of a number of areas and publics that, working together, will bring about needed change in the areas of preservice and inservice teacher education.

As Warren Bennis, President of the University of Cincinnati, pointed out in The Chronicle of Higher Education dated September 22, 1975, in his article, "Managing the Unmanageable":

> The irony and paradox of our times is that precisely when the trust and credibility of leaders is at its lowest, when we survivors in leadership positions feel inhibited from exercising what little power we have, we most need people who can lead, who can transcend that vacuum.
>
> The crisis calls for leadership; but we're not leading. We're consulting, pleading, trotting, temporizing, putting out fires, either avoiding or more often taking too much heat, and spending too much energy in doing both. A college president, who recently resigned, said not long ago: "I was much too timid; I spoke too little and too softly; I wrote too seldom and with much too much caution; and when there was a need for an educational leader to step forward I often waited for someone else to do it."
>
> There is no simple solution. But one thing we must recognize is this: Academic leadership must develop the vision and strength to call the shots. There are risks in taking the initiative. The greater risk is to wait for orders. This means that administrators at every level must lead, not just manage. This means that colleges and universities have to recognize that they need leadership, that their need is vision, energy, and drive, rather than a bland and safe figurehead.

The School of Education at Radford University has responded to the need for leadership by formulating concepts and programs which incorporate specific competencies, exploratory experiences, and instructional strategies

based on a collaborative management design. We have implemented programs whereby equal opportunity and access for all students, the disadvantaged and the advantaged, can achieve levels of understanding, knowledge, and growth.

In order to implement effectively these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change, but we must also strive to insure the acquisition and preparation of leadership personnel that can support and defend these concepts. Without a philosophical commitment on the part of those parties involved and an environment that facilitates growth, teacher education will never reach its fullest potential, regardless of existing levels of financial support.

Colleges of education need to progress in these new directions in order that we may respond to the realities, the rewards, and the demands of an ever-changing society as well as the global issues that presently confront us and which will impact on our future.

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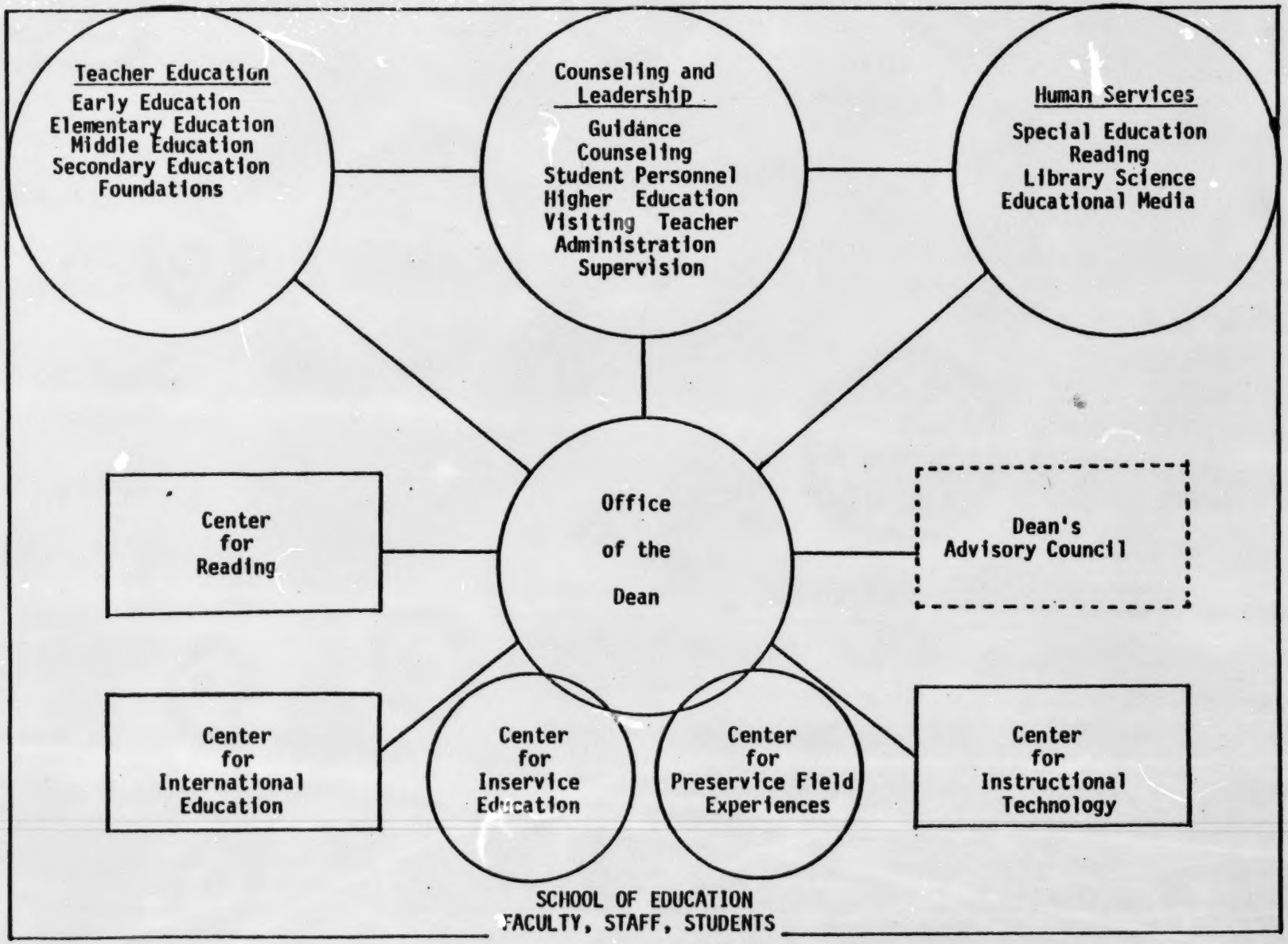
ORGANIZATIONAL CHART



EXEMPLARY OUTREACH EFFORTS
UNIVERSITY-SCHOOL-COMMUNITY

PROJECT NEED

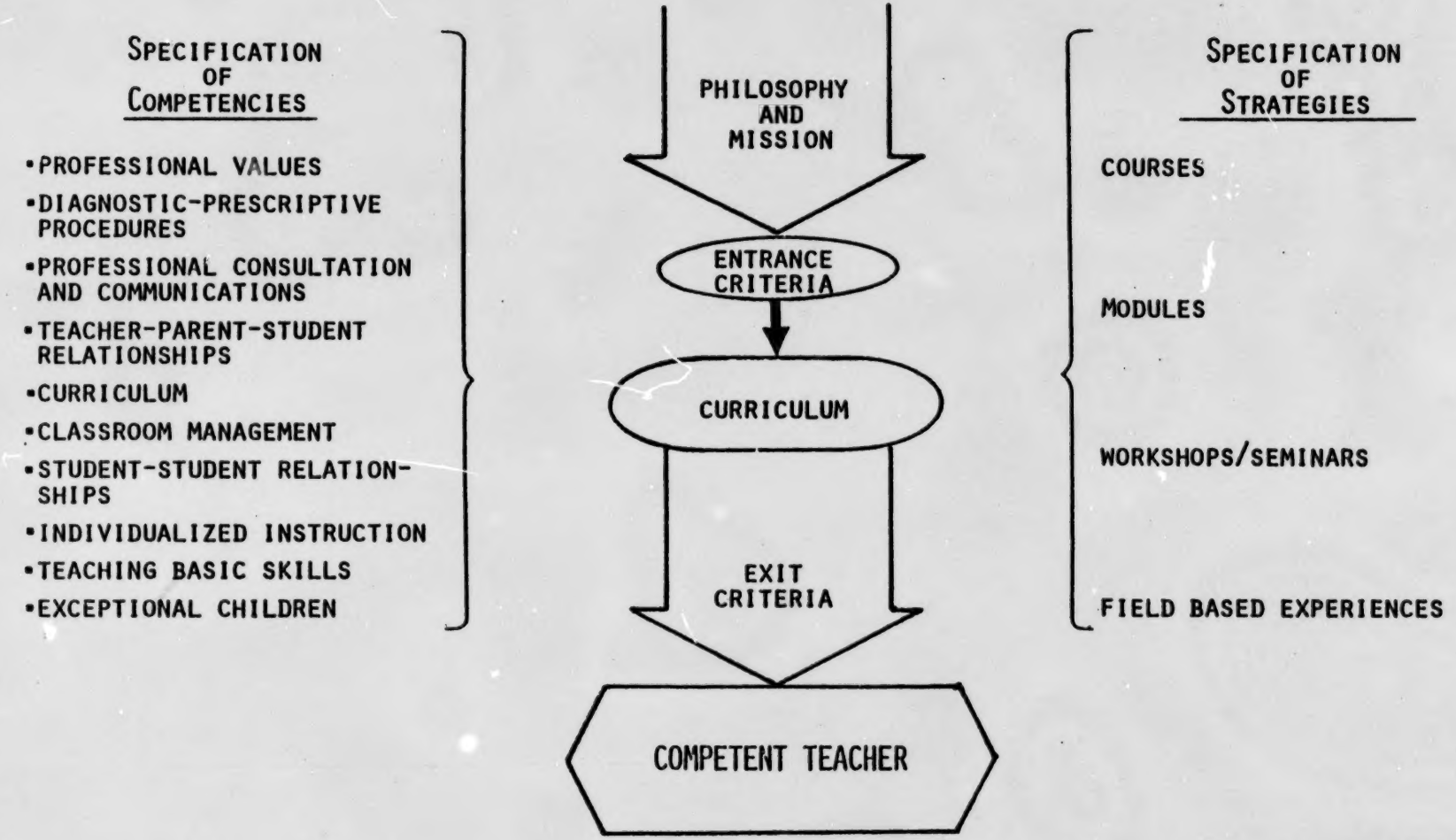
- ADVISORY COUNCIL
- COOPERATION WITH OTHER RADFORD UNIVERSITY SCHOOLS
- SPECIAL EVENTS
  - "PROMISES TO KEEP . . . TO ALL CHILDREN"
  - "TEACHING IN THE MAINSTREAM"
  - "PROJECT NEED AND THE PUBLIC SCHOOLS"
  - "INDIVIDUALIZING INSTRUCTION THROUGH LEARNING STYLES"
- VIDEOTAPE: "THE SCREENING PROCESS: MEETING THE NEEDS OF CHILDREN"
- RESOURCE LIBRARY
- PROJECT NEED NEWSLETTER

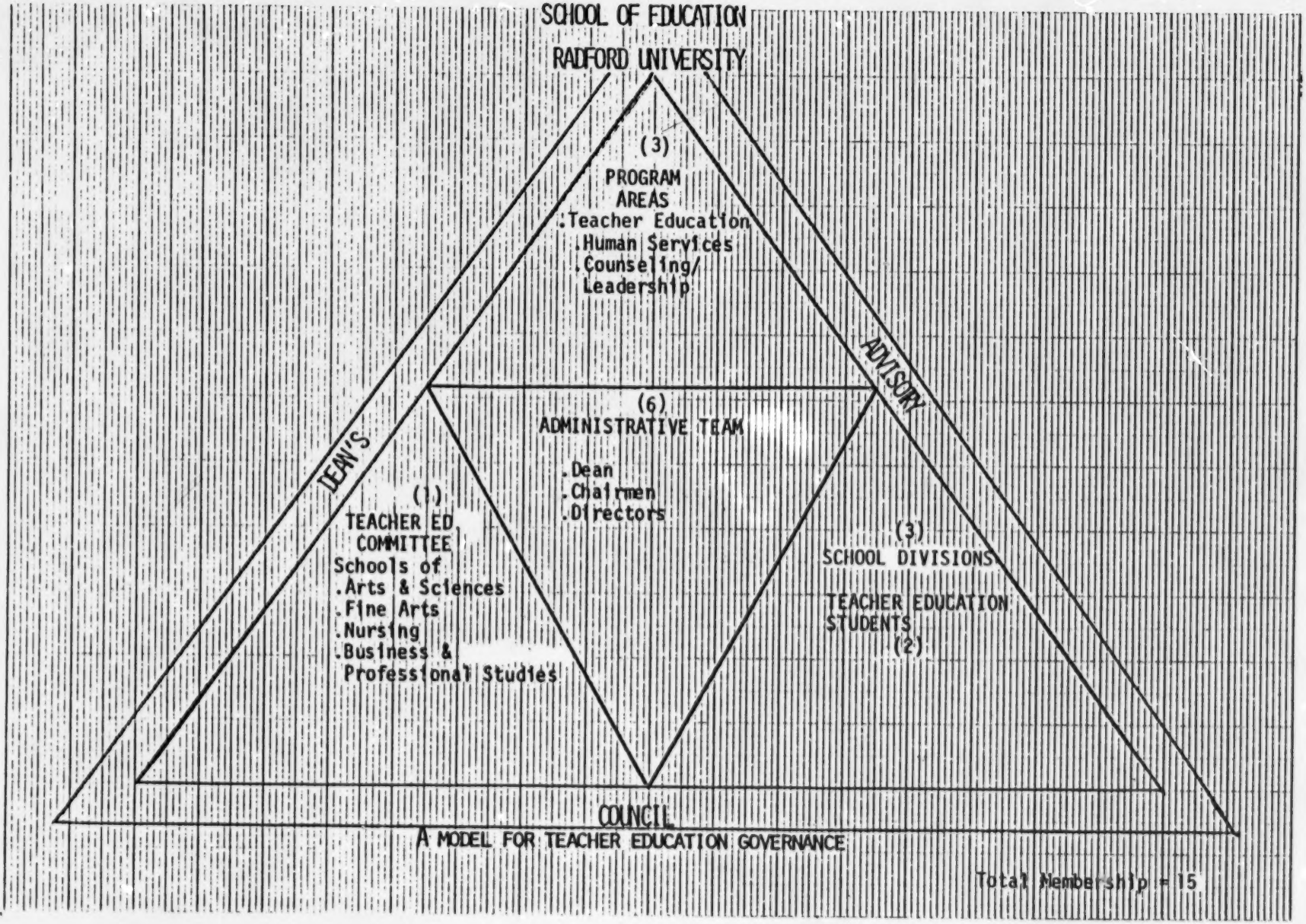
TEACHER EDUCATION/ COMMUNITY INVOLVEMENT

- UNIVERSITY REPRESENTATIVES ON REGIONAL AND STATE G&T COUNCILS/COMMITTEES
- CO-SPONSOR OF SOUTHWEST VIRGINIA GIFTED CONFERENCE WITH PROFESSIONAL DEVELOPMENT CENTER
- PROVIDING CONSULTANT SERVICES FOR PARENTS AND SCHOOL PERSONNEL IN UNIVERSITY SERVICE AREA
- PROJECT TAP: TECHNICAL ASSISTANCE TO PARENTS OF CHILDREN WITH LEARNING DISABILITIES
  - WORKSHOPS
  - HOT-LINE
  - ADVISORY COMMITTEE
  - STUDENT VOLUNTEERS
  - RESOURCE CENTER
- NEW COURSE: "COUNSELING PARENTS OF THE HANDICAPPED"

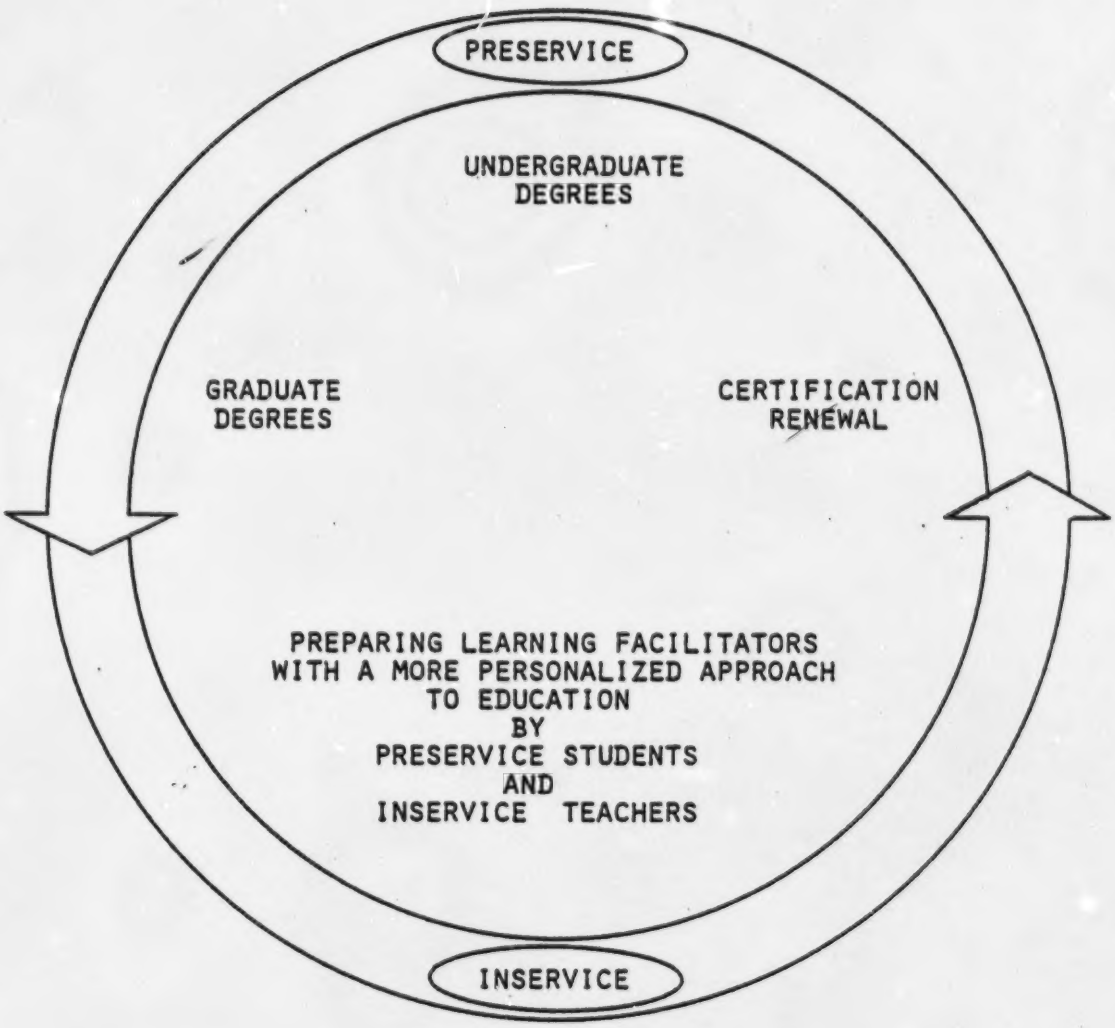
Alan H. Wheeler

Integrating Curricula in Teacher Education




SCHOOL OF EDUCATION
RADFORD UNIVERSITY
(3)
PROGRAM AREAS
.Teacher Education
.Human Services
.Counseling/ Leadership
ADVISORY
DEAN'S
(6)
ADMINISTRATIVE TEAM
.Dean
.Chairmen
.Directors
(1)
TEACHER ED COMMITTEE
Schools of
.Arts & Sciences
.Fine Arts
.Nursing
.Business & Professional Studies
(3)
SCHOOL DIVISIONS
TEACHER EDUCATION STUDENTS
(2)
COUNCIL
A MODEL FOR TEACHER EDUCATION GOVERNANCE
Total Membership = 15

PERSONALIZED EDUCATIONAL PROGRAMS
FOR
CHILDREN AND YOUTH



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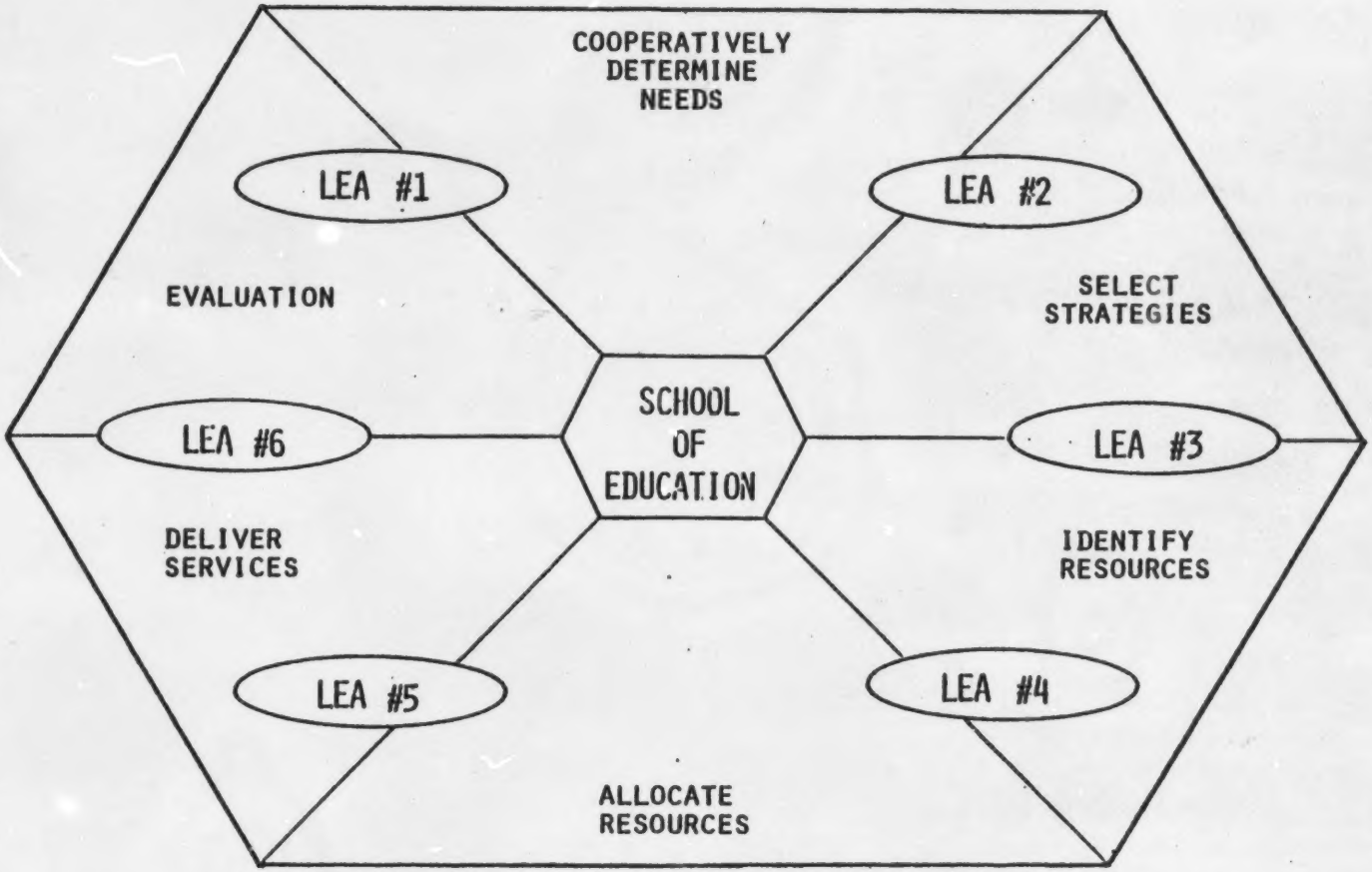
A MODEL FOR DEVELOPING COLLABORATIVE TEACHER EDUCATION PROGRAMS



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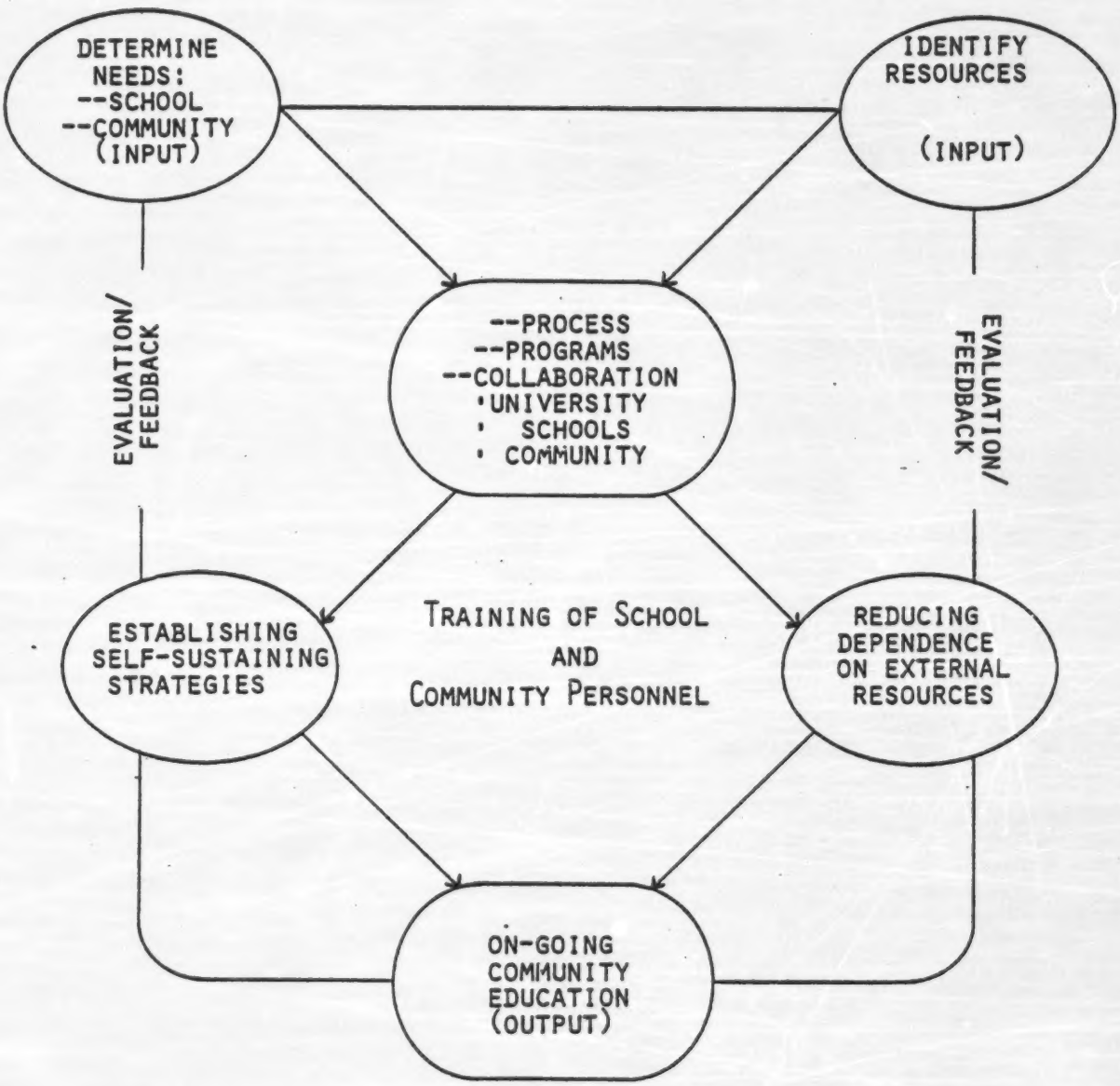
UNIVERSITY-SCHOOL-COMMUNITY-COMPONENT



Alan H. Wheeler

INFUSION OF INTERNATIONAL/MULTICULTURAL COMPONENTS IN THE UNIVERSITY CURRICULUM

ACTIVITY	ELEMENTARY EDUCATION	SECONDARY EDUCATION	GRADUATE	OTHER ACADEMIC SCHOOLS
STUDY OF VALUES CLARIFICATION	XXX	X	XXXX XXX	X
STUDY OF THE DYNAMICS OF DIVERSE CULTURES AND THE IMPLICATIONS FOR DEVELOPING APPROPRIATE TEACHING STRATEGIES	XXX	X	XXXX XXX	X
STUDY OF LINQUISTIC VARIATIONS AND THE IMPLICATIONS FOR DEVELOPING APPROPRIATE TEACHING STRATEGIES	XXX	X	X XXXX	X
STUDY OF DIVERSE LEARNING STYLES RELATED TO ETHNIC/CULTURAL DIFFERENCES AND THE IMPLICATIONS FOR DEVELOPING APPROPRIATE TEACHING STRATEGIES	XXX	X	XX X X	X
STUDY OF RACISM	XXX	X	X XX X	X
STUDY OF SEXISM	XXX	X	XXXX XXX	X
STUDY OF INTERGROUP COMMUNICATIONS AND CLASSROOM DYNAMICS	XXX	X	XXXXX XX	X
STUDY OF CULTURES AND ETHNICITY OF THOSE GROUPS WITHIN THE GEOGRAPHICAL REGION SERVED BY THE EDUCATION UNIT	XXX	X	XXXX XXX	X
STUDY OF CULTURAL COMPETENCIES THAT CAN BE TRANSFERRED FROM ONE CULTURAL OR MULTICULTURAL SETTING TO ANOTHER	XXX	X	XXXX XXX	X
STUDY OF SPECIFIC ETHNIC GROUPS WITHIN THE U.S. (I.E. AFRO-AMERICAN STUDIES, MEXICAN-AMERICAN STUDIES)	XXX	X	X X	X
STUDY OF FOREIGN CULTURES	XXX	X	X	X
EXPERIENCES WHICH PREPARE EDUCATION PERSONNEL TO WORK MORE EFFECTIVELY WITH MINORITY STUDENTS	XXX	X	XXXX XXX	X
EXPERIENCES WHICH PREPARE EDUCATION PERSONNEL TO TEACH CONTENT FROM A MULTICULTURAL PERSPECTIVE	XXX	X	XX XXX	X

TABLE 2

MULTICULTURAL EDUCATION IN THE
PROFESSIONAL COMPONENTS OF ECE MAJORS

Activity	305	313	314	416	320 321	404	406	440	448	461	338	312	405
Study of values clarification	X						X		X			X	
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies.	X	X	X			X	X					X	
Study of linguistic variations and the implications for developing appropriate teaching strategies.		X	X				X					X	X
Study of diverse learning styles related to ethnic/cultural difference and the implications for developing appropriate teaching strategies.	X	X				X	X						X
Study of racism	X						X					X	
Study of sexism	X	X	X										
Study of intergroup communications and classroom dynamics		X	X				X	X				X	
Study of cultures and ethnicity of those groups within the geographical region served by the education unit.	X	X	X				X	X					X
Study of cultural competencies that can be transferred from on cultural or multicultural setting to another.	X						X						X
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies	X					X	X						
Study of foreign cultures.	X					X							
Experiences which prepare education personnel to work more effectively with minority students.	X					X	X	X					X
Experiences which prepare education personnel to teach content from a multicultural perspective	X						X						X

TABLE 3

MULTICULTURAL EDUCATION IN THE
PROFESSIONAL EDUCATION COMPONENT OF
ELEMENTARY MAJORS

Activity	305	312	313	314	416	317	320 321	338	440	448	461	335
Study of values clarification	X									X	X	
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies.	X											
Study of linguistic variations and the implications for developing appropriate teaching strategies.			X									X
Study of diverse learning styles related to ethnic/cultural difference and the implications for developing appropriate teaching strategies.	X											X
Study of racism	X											
Study of sexism	X											X
Study of intergroup communications and classroom dynamics									X			X
Study of cultures and ethnicity of those groups within the geographical region served by the education unit.	X								X			
Study of cultural competencies that can be transferred from one cultural or multicultural setting to another.	X											
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies)	X											
Study of foreign cultures	X									X	X	
Experiences which prepare education personnel to work more effectively with minority students.	X						X		X			X
Experiences which prepare education personnel to teach content from a multicultural perspective.	X						X					X

TABLE 4

MULTICULTURAL EDUCATION IN THE PROFESSIONAL COMPONENTS OF SPECIAL EDUCATION MAJORS

Activity	421	461	462	464	466	467	468	469
Study of values clarification	X	X	X					
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies.	X							
Study of linguistic variations and the implications for developing appropriate teaching strategies.	X						X	
Study of diverse learning styles related to ethnic/ cultural difference and the implications for developing appropriate teaching strategies.	X							
Study of racism	X		X					
Study of sexism	X							
Study of intergroup communications and classroom dynamics.	X				X			
Study of cultures and ethnicity of those groups within the geographical region served by the education unit.	X							
Study of cultural competencies that can be transferred from one cultural or multicultural setting to another.	X							
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies)	X							
Study of foreign cultures	X		X					X
Experiences which prepare education personnel to work more effectively with minority students.	X							
Experiences which prepare education personnel to teach content from a multicultural perspective.	X							

TABLE 5

MULTICULTURAL EDUCATION IN THE
PROFESSIONAL COMPONENTS OF SECONDARY MAJORS

Activity	305 306	335	351 or 337 or 356	371 or 361 or 401 or 366	338	440	461	445	448
Study of values clarification	X		X				X		X
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies	X								
Study of linguistic variations and the implications for developing appropriate teaching strategies		X							
Study of diverse learning styles related to ethnic/cultural difference and the implications for developing appropriate teaching strategies	X	X							
Study of racism	X								
Study of sexism	X								
Study of intergroup communications and classroom dynamics		X	X			X			
Study of cultures and ethnicity of those groups within the geographical region served by the education unit.	X					X			
Study of cultural competencies that can be transferred from one cultural or multicultural setting to another	X								
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies)	X								
Study of foreign cultures	X								X
Experiences which prepare education personnel to work more effectively with minority students	X	X				X			
Experiences which prepare education personnel to teach content from a multicultural perspective	X	X							

TABLE 6

MULTICULTURAL EDUCATION IN GRADUATE PROGRAMS

Activity	Elementary Upper			Elementary (ECE)				Secon-dary		Administration Supervision		
	511	506	512	502	511	521	531	541	542	522	526	542
Study of values clarification	X	X	X		X		X	X		X		
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies	X	X	X	X	X	X			X			X
Study of linguistic variations and the implications for developing appropriate teaching strategies						X						
Study of diverse learning styles related to ethnic/cultural difference and the implications for developing appropriate teaching strategies	X		X	X	X							
Study of racism		X	X						X	X		X
Study of sexism			X			X			X	X		X
Study of intergroup communications and classroom dynamics	X			X	X	X				X		
Study of cultures and ethnicity of those groups within the geographical region served by the education unit	X		X	X	X				X			X
Study of cultural competencies that can be transferred from one cultural or multicultural setting to another	X		X	X	X				X			X
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies)			X									
Study of foreign cultures												
Experiences which prepare education personnel to work more effectively with minority students			X			X			X			X
Experiences which prepare education personnel to teach content from a multicultural perspective		X	X			X	X					

TABLE 7

MULTICULTURAL EDUCATION IN GRADUATE PROGRAMS

Activity	Media	Research Foundations			Guidance					Reading	
	515	511	521	531	541	542	544	552	515	588	591
Study of values clarification		X		X	X		X	X			X
Study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies		X	X			X				X	X
Study of linguistic variations and the implications for developing appropriate teaching strategies	X		X						X	X	X
Study of diverse learning styles related to ethnic/cultural difference and the implications for developing appropriate teaching strategies		X								X	X
Study of racism						X					
Study of sexism			X			X					X
Study of intergroup communications and classroom dynamics	X	X	X				X		X		X
Study of cultures and ethnicity of those groups within the geographical region served by the education unit		X				X				X	X
Study of cultural competencies that can be transferred from one cultural or multicultural setting to another		X				X				X	X
Study of specific ethnic groups within the U.S. (i.e. Afro-American Studies, Mexican-American Studies)											
Study of foreign cultures										X	
Experiences which prepare education personnel to work more effectively with minority students			X				X			X	
Experiences which prepare education personnel to teach content from a multicultural perspective	X		X	X							